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Sexual orientation issues in English literature curriculum

Michael Haddix

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Sexual Orientation Issues
in
English Literature Curriculum

Master's Project

Submitted to the Faculty
of the Master's of Science Program in Secondary Education
of Students who are Deaf or Hard of Hearing

National Technical Institute of the Deaf
Rochester Institute of Technology

By: Michael (Mikey) J. Haddix

In Partial Fulfillment of the Requirements
for the Degree of Master of Science

September 6, 2000

Approved: _____
(Project Advisor)

(Program Director)

Unit: Gay and Lesbian Issues in Literature

Grade: 12th grade English (Block of 80 minutes)

Time Frame: Three weeks around the event of “Coming Out” Day on Oct 11th to 29th

Setting: Mainstreamed school with a day program for deaf students. Twelve students of various backgrounds/genders (Asian, African-American, Hispanic, and etc.). All of the students use either sign language or English within the classroom but the teaching of instruction is done in ASL or PSE. The students have reading and writing skills within 3 years of grade level.

Goal: Since I have been part of the multicultural and gay communities, students would benefit from understanding and respecting the various kinds of diversity that is present in the world. One instance is to learn about the contributions of gay/lesbian people within the various works of literature and other aspects such as drama or theater. Another instance is to learn about the issue within the context of society such as stereotypes, definitions, terms, and etc. This would allow those students who are gay/lesbian themselves feel some sense of pride or acceptance and those students who are straight feel a sense of understanding and respect for differences since the issue is becoming more and more common within our classrooms.

Situation: Since I know that this issue is controversial, I would need to seek some kind of approval from my principal and administration. I tried to develop this unit plan in the hope that I could somehow use it within the classroom that I would be teaching and therefore, this could be a draft that would benefit the students within a multicultural

framework or perspective. I would send home to parents a description of my unit plan as a means of explaining why and how I am approaching the issue and in what context. This would be a stepping stone in developing a collaborative effort between the school and the parents as well as the community in terms of educating our children about a certain issue that can be found within multiculturalism. I would have to do the same thing if I was teaching literature as written by other ethnic minorities and etc; not just one specific group such as gays/lesbians. This is all part of a comprehensive unit plan of Multicultural Literature. Each group (Asian, African-American, and etc.) would be looked at every two or three weeks.

Unit Objectives:

- To understand the various diversities within our social world (more specifically gays and lesbians).
- To learn about the different gay and lesbian issues as noticed in the real world and how it applies to the students within that framework of multiculturalism.
- To respect differences no matter what they are by discussing the issues in debate form.
- To research a famous individual who identifies him/herself as gay or lesbian and discuss their contribution to society.
- To role play the presentation of the research paper by dressing accordingly using costumes and etc. (Optional)
- To question whether or not the issue of “Coming Out” is important through the use of a discussion panel or debate format.

- To have students become aware of how some people feel and live by examining various works of literature.
- To review information learned by demonstrating knowledge and skills in a mock game of Jeopardy.
- To assess and analyze a piece of work by discussing with peers and questioning oneself with the Question/Answer worksheets.

Materials:

- Overhead with markers
- Copies of three short stories of "Fairy Tales" (See attached)
- T.V./VCR
- Blackboard with chalk
- Library with computers and resources
- Worksheet with a list of famous gay/lesbian individuals
- Book: Fairy Tales by Peter Cashorali (1995)
- Movie: The Birdcage directed by Mike Nichols (1996)
- Copies of works by Walt Whitman and Emily Dickinson
- Book: Maurice by E.M. Forster (1971)
- Edited movie: Maurice directed by James Ivory (1987)
- Question/Answer worksheets (See attached)
- Presentation rubric (See attached)

Day One: Monday, October 11th

Assignment: Research paper and Journals

Objectives:

1. The students will define the concept of gay/lesbian by giving definitions or ideas from prior knowledge or other sources.
2. The students will discuss the issue of homosexuality and the "Coming Out" process in the context of society's views in a discussion or debate format which was learned previously.
3. The students will research a famous individual who was gay/lesbian using a criteria format and present to the class in either person or role play.
4. The students will assess their own attitudes and views based on what others say and what they know from the 'real' world by comparing and contrasting as well as writing in their journals.

Materials:

- Rubric for presentations
- Blackboard with chalk
- Worksheet with famous gay/lesbian individuals
- Library with computers and resources
- Journals

Procedure:

Students will have been doing multicultural issues as found in literature and other aspects of English.

1. Announce to the students that we will be studying an issue that tends to be sensitive and controversial within literature and society as well. This issue is Gays/Lesbians.
2. Ask the students to define what it means to be gay/lesbian and jot their definitions down on the blackboard. Ask the students if these views are based on personal knowledge or stereotypes from society and jot their responses on the blackboard as well. Compare and contrast the two.
3. After understanding the definitions, discuss the issue of why does society view this social group as marginal and whether or not this group should "Come Out" per se in public such as the event called National Coming Out Day which is today.
4. Announce to the students that we will be looking at examples of well-known famous individuals who happened to be gay/lesbian themselves to see what contributions they made to society.
5. Ask the students to come up with individuals who are famous that they know are gay/lesbian. If they know any deaf/hard of hearing famous gay/lesbian individuals, jot the names on the board as well. Pass out a worksheet with several names. Such names are:

- | | | |
|-------------------|---------------------|------------------|
| • Walt Whitman | Martina Navratilova | Patrick Graybill |
| • Sappho | Elton John | Bruce Hlibok |
| • Emily Dickinson | Gore Vidal | Ella Mae Lentz |
| • Michaelangelo | Nathan Lane | Douglas Tilden |

- Alexander the Great Zora Neale Hurston Barbara Jean Wood

These are only a few of the names on the worksheet list but the list can go on and on and the students could provide with names that they know.

6. Discuss how do we know whether these individuals are or were gay/lesbian.
7. Ask the students to choose and find an individual to research what contribution he or she made to society. They will be presenting the paper on the last day of the unit on Friday. Jot down each student's famous individual that they will research and approve or give some ideas/suggestions.
8. For the remainder of the class period, allow the students to go to the library and start their research. Pass out the criteria for doing the paper as well. The students are to write a three page synopsis of their research and include any information that they may find relating to the above issue. They will also need to cite their sources in the bibliography. Also, assign the students to write in their journals their thoughts on today's subject and discussions or anything that they would want to add that they felt wasn't necessary in class. These journals will be kept private and will not be used for discussion in class unless the student wishes to do so. Pass out the rubric and explain it to the students in preparation for Friday's presentation. (See attached)

Name: _____

Date: _____

Rubric: Presentation of Famous Gay/Lesbian Individual

Each student has the possibility of achieving all 12 points as assessed by this rubric.

1. Appearance (dress appropriately either in school clothes or optional costumes) 0-3 points _____
2. Content of summary (gave the name of the individual, the year, the country, and what contributions he/she made, and how do we know he/she is gay/lesbian) 0-3 points _____
3. Three resources quoted both in the presentation and the research paper 0-3 points _____
4. Provided any samples of their individual's work (writing, pictures, or props) 0-3 points _____

Day Two: Tuesday, October 12th

Assignment: Reaction paper (one to two pages)

Objectives:

1. The students will read three short stories by Peter Cashorali as an example of fairy tales in a different format from the original.
2. The students will define or describe the concept of fairy tales as they know it and provide examples.
3. The students will divide into groups for discussion of comparing and contrasting and present a summary.
4. The students will write a one to two page reaction paper about what they read today.

Materials:

- Book: Fairy Tales by Peter Cahorali (1995)
- Copies of three assigned short stories "Beauty and the Beast," "Hansel and Gretel," and "Rumpelstiltskin"
- Blackboard with chalk
- Journals

Procedures:

1. Announce to the students that today they will be reading some short stories relating to the pertaining issue in a fun way by analyzing the two versions (one well-known and the other gay).

2. Remind the students what they learned and discussed yesterday. Have them review or add comments that they forgot to say the other day.
3. Ask the students to describe/define what a fairy tale is and jot their definitions down on the board. Have them provide examples that they know by heart.
4. Announce to the students that what they will be reading today are retold or rewritten versions of these fairy tales. Before beginning the activity, ask the students to summarize the stories of "Beauty and the Beast," "Hansel and Gretel," and "Rumpelstiltskin" as these are known from childhood.
5. Divide the students into three groups for each short story and pass out copies of the three retold versions of "Beauty and the Beast," "Hansel and Gretel," and "Rumpelstiltskin." Instruct the students to read the story and discuss within their groups the differences and the similarities between the two versions.
6. Allow time for the co-operative activity. (15-20 minutes)
7. After 15-20 minutes, ask each group to pick one person to share their assigned story and present to the class what they determined the similarities and differences between the two stories (traditional and retold versions) were based on their knowledge. Jot their responses down on the board.
8. Ask the students why do they think it might be important to have a different version in this context. Discuss respect and understanding of a different social group and a sense of pride one can achieve if they are gay/lesbian themselves through a text with which they can relate.

9. For the assignment, ask the students to write a one to two page reaction paper about the reading today and the noted comparisons and contrasts between the two versions.

The assignment is to write the reaction paper in their journals.

Day Three: Wednesday, October 13th

Assignment: Discussion group/question and answer sheet/journal

Objectives:

1. The students will watch The Birdcage which portrays gays/lesbians in family situation.
2. The students will use the question/answer sheet for discussion later.
3. The students will assess for stereotypes using the question/answer sheet and possible prior experiences.
4. The students will assess understanding through the various questions by answering them or asking for clarification.
5. The students will discuss and provide examples of stereotypes and its various meanings.

Materials:

- T.V./VCR
- The Birdcage (1996) CC, Rated 'R', 118 minutes
- Question/answer sheet (See attached)
- Blackboard/chalk
- Journals

Procedure:

1. Announce to the students that today they will be watching the movie The Birdcage.
2. Before beginning the movie, ask the students what they think the word 'stereotypes' means and what are some examples that they know. Explain the meaning of the word if the students do not understand the concept and provide a few clues. List the different kinds of stereotypes and examples on the board as stated from the students and your own. Mention that the movie being viewed today contains stereotypes.
3. Pass out the question/answer sheet which will be used for comprehension and assessment of the issue of stereotypes and other information. Go over the questions to make sure that the students understand what they are to do or look for when watching the movie.
4. Ask the students how many have seen the movie to see if any can give a quick synopsis. Within the synopsis, give the information for the first question. The answer is La Cage Aux Folles.
5. Start the movie The Birdcage and stop at each question to allow a few minutes for students to think and write down their answer.
6. This question/answer sheet will be used for the discussion as well as part of their homework, for participation, and to assess for comprehension. Continue the movie until about 2 minutes before the bell is to ring for the next class.
7. Before the students leave class, inform them that they will finish the movie tomorrow and share their answers/opinions within two discussion groups that will be assigned by the teacher. Participation will be counted as part of the grade.
8. The two discussion groups will be divided with six students in each. Post the names on the board before class the next day. Divide the students before you leave today.

Day Four: Thursday, October 14th

Assignment: Continuation of discussion/question and answer/journals

Objectives:

1. The students will finish viewing the movie The Birdcage.
2. The students will write down their answers/opinions on the worksheet passed out previously.
3. The students will share and discuss their answers/opinions within two discussion groups as selected by the teacher.
4. The students will examine the issue of stereotypes through definitions, examples, the movie, the question/answer sheet, and the discussion groups.

Materials:

- T,V./VCR
- The Birdcage (1996) CC, Rated 'R', 118 minutes
- Question/answer sheet (See attached)
- Blackboard/chalk
- Discussion groups (2) of six students

Procedure:

1. Once again, review about stereotypes using the student's examples from the day before. Do this within 5 minute time frame since we have to continue and finish the movie.

2. Continue the viewing of the movie and jotting down answers/opinions the same as yesterday. During the movie, ask students if there is anything that they didn't understand or catch such as idioms or phrases. Provide explanations.
3. After the movie is finished, separate the students into two discussion groups for sharing and discussing the answers/opinions of others. The list should already be done and announced at this time.
4. Allow roughly 15-20 minutes for students to share and discuss (depending on the time limit). Students within the two groups should appoint a "leader" to voice the group's discussion.
5. List the answers/opinions on the board. Compare/contrast the two groups through further discussion, especially regarding the issue of stereotypes. Also, assess if the two groups looked at the situation similarly or differently. What made them say a certain thing or analyze it in a certain way?
6. Compliment the students on a job well done as part of positive reinforcement and how well they did the activity.
7. For homework, students are to write in their journals their feelings or reactions to the movie and its content (misunderstandings, clarifications, etc.). This is part of their journal grade and will not be shared due to the issue. But again, if he/she wishes to read a journal as part of sharing, that is fine.
8. Also, remind the students that they have their research paper/presentation due tomorrow. Announce that you will be assessing for content, form, and criteria as stated within the rubric. Collect question/answer worksheets for graded assignment.

Name: _____

Date: _____

The Birdcage: Question and Answer Worksheet

1. The Birdcage is an Americanized version of which French movie?

2. What exactly is The Birdcage? _____

3. What is the name of the city where the movie takes place? _____

4. What are the two main characters' names and their relationship?

5. What are some of the stereotypes that you recognize at this point?

6. Does this describe every gay individual in America? Explain? _____

7. What is the difference about this family situation?

8. Are gay couples allowed to marry in America? What are your views? _____

9. Is Armand happy with his identity as a "middle-aged gay man?" _____

10. Why does his son want him to change? _____

11. Is it right to change who you are? Explain? _____

12. What are some of the stereotypes you notice during this conversation? _____

13. Why is John Wayne represented as a “manly” symbol? Is this a stereotype? _____

14. What does he mean by “There are no straight maids in South Beach?” _____

15. Why aren’t Katherine (Val’s mother) and Armand married? _____

16. What are some of the bad names given to gay people in the movie? _____

17. Why is the dinner failing? _____

18. Is it normal for gays to be drag queens? Is this a stereotype? _____

19. Why do we stereotype people and put them into certain categories? _____

20. The song “We Are Family” is in the beginning and the ending of the movie. What do you think it means? _____

Extra Discussion:

What is your reaction to the movie itself and what views do you have now after discussing the issue of gays and stereotypes?

Day Five: Friday, October 15th

Assignment: Presentation and research paper

Objectives:

1. The students will present their research report to the class within 10 minutes.
2. The students will summarize the main points or events related to their individual in their presentation.
3. The students will follow a rubric when giving information.
4. The students will act out their individual through either acting or dressing up.

(Optional)

Materials:

- Rubric (checklist) for assessing presentation
- Podium
- Research papers
- Journals
- Costumes/props (optional)

Procedures:

1. Collect journals from yesterday's assignment.
2. Announce to the students that today is the day that they will be doing their presentation as stated during the week starting on Monday. Allow them to change or gather their props before beginning.

3. Write on the board the order of student presentations according to the choice of the individual that the students picked. Listing them according to history is one way. There are other ways to list them but at this point, I would list them based on their historical contributions. This is to be done before class starts.
4. Begin presentations after explaining the rubric once again and who is going first, second, and third, and so on. Inform the students that they are to listen to each student's presentations and to ask any questions after each student is finished (roughly 6-8 minutes for the presentation and 2-3 minutes for questions).
5. Each of the 12 students will have a maximum of 10 minutes to present their famous individual. Use the rubric to score accordingly. (See attached)
6. Monitor the questions and feedback from the students as well as the time.
7. After all 12 students are finished, allow time for them to change if necessary. If needed, write passes for their next class.
8. Ask the students to write in their journals their reaction or feelings to what they learned today in class and what didn't they know about some of these people. This is to be collected and graded on the following Monday as homework.

Day Six: Monday, October 18th

Assignment: Readings and journal

Objectives:

1. The students will read poems from the late 19th century to build an understanding of the many dimensions of the human experience.
2. The students will evaluate and synthesize information derived from the poems based on prior experiences, interactions with other writers, their knowledge of text meaning and textual features.
3. The students will use the written language to accomplish the purpose of expressing themselves to an audience.

Materials:

- Copies of Walt Whitman's selected poems to be used
- Book: The Essential Whitman by Galway Kinnell (1987)
- Journals
- Pens/pencils
- Blackboard with chalk

Procedures:

1. If any students are carried over from Friday's presentation of a famous individual, allow time to continue and finish.
2. Afterwards, announce to the students that today we will be looking at selected poems of Walt Whitman, one of America's well-known poets.

3. Ask the students what they know of him from previous classes. Jot their responses down on the board.
4. Give a brief bio of Walt Whitman from the web pages
(<http://www.geocities.com/WestHollywood/Heights/8255/whitman.html>,
<http://www.wam.umd.edu/~heidkamp/men.html>, and
<http://sunset.backbone.olemiss.edu/~jmitchel/walt.htm>) and touch on the main points of his life. Ask the students if their information matches the added information.
5. Pass out three copies of the selected poems and ask the students to read one by one each of the poems as well as jot down some notes pertaining to the readings. On the board, have three columns with the poems' names at the top. The poems are 'When I Heard at the Close of the Day,' 'A Glimpse,' and 'There Was a Child Went Forth.'
6. After about 20-30 minutes, ask the students to share their notes with the class on each poem.
7. Write the notes on the board and then discuss briefly what each poem represents and emulates.
8. Ask the students to write their personal thoughts and reactions of the poems in their journals (roughly one page to one and a half page). Use class time to do this.
9. Collect the journals and ask the students to think of a man that he/she admires and respects. Announce to the students that for homework, they are to write a poem describing their person who is a man. The man could be a friend, a brother, a father, another student, a boyfriend, or something along those lines.
10. Remind the students to use the format learned when writing poems and that each student will present their poem to the class.

Day Seven: Tuesday, October 19th

Assignments: Poem presentations

Objectives:

1. The students will present their poems to the class within a 10 minute time frame.
2. The students will evaluate and comment on the poem.
3. The students will hypothesize the identity of the person in the poem by making educated guesses.

Materials:

- Podium
- Students' poems
- Blackboard with chalk

Procedures:

1. Collect the poems and check in the grade book for completion.
2. Ask the students to write their names on a piece of paper and pass the hat around.
3. Mix the names and ask a student to pick names. Jot the names down on the blackboard in the order they are selected. Tell the students that the order will not change.
4. Pass back the poems and start with the first student. Ask the other students to give the speaker their full attention.

5. Allow about 10 minutes for presentation and clarifications. Ask the students to pair up with someone and figure out who the man may be as described in the poem.
Allow the speaker to pick on volunteers to guess the man. Allow the students to make any comments as well.
6. Do this for each student and their poem.
7. When all presentations are finished, announce to the students that tomorrow's lesson will cover another poet, Emily Dickinson. Also, announce that we will be starting a novel at the end of the week which will touch on the issue at hand.
8. If there is any time available, allow the students to work on any missing assignments or activities.

Day Eight: Wednesday, October 20th

Assignments: Readings and journals

Objectives:

1. The students will read poems from the late 19th century to build an understanding of the many dimensions of the human experience.
2. The students will evaluate and synthesize information derived from the poems based on prior experiences, interactions with other writers, their knowledge of text meaning and textual features.
3. The students will use written language to accomplish the purpose of expressing themselves to an audience.

Materials:

- Copies of Emily Dickinson's selected poems to be used
- Book: The Essential Dickinson by Joyce Carol Oates (1996)
- Journals
- Pens/pencils
- Blackboard with chalk

Procedures:

1. Announce to the students that today we will be looking at selected poems of Emily Dickinson, another of America's well-known poets.
2. Ask the students what they know of her from previous classes. Jot their ideas down on the board.

3. Give a brief bio of Emily Dickinson as provided by the book and touch on the main points of her life. Ask the students if their information matches with the added information.
4. Pass out five copies of the selected poems and ask the students to read them one by one as well as jot down some notes pertaining to the readings. On the board, have five columns with the poems' names at the top. The poems are labeled according to numbers and they are: '67,' '156,' '1466,' '1670,' and '712.'
5. After about 15-20 minutes, ask the students to share their notes with the class on each poem.
6. Write the notes on the board and then discuss shortly what each poem represents and emulates. Allow sufficient time for each discussion.
7. Ask the students to write their personal thoughts and reactions of the poems in their journals (roughly one page to a page and a half). Use class time to do this.
8. Collect the journals and ask the students to think of a woman that he/she admires and respects. Announce to the students that for homework, they are to write a poem similar to the other day but describing a person who is a woman. The woman could be a sister, a friend, a mother, a grandmother, another student, a teacher, or something along those lines.
9. Remind the students to use the same format from before when writing poems and that each student will present their poem to the class.

Day Nine: Thursday, October 21st

Assignment: Poem presentations

Objectives:

1. The students will present their poems to the class within a 10 minute time frame.
2. The students will evaluate and comment on each poem.
3. The students will hypothesize the identity of the person in the poem by making educated guesses.

Materials:

- Podium
- Students' poems
- Blackboard with chalk

Procedures:

1. Collect the poems and check in the grade book for completion.
2. Ask the students to write their names on a piece of paper and pass the hat.
3. Mix the names and ask a student to pick names. Jot down the names on the blackboard in the order they are selected. Tell the students that the order will not change.
4. Pass back their poems and start with the first student. Ask the other students to give the speaker their full attention.

5. Allow about 10 minutes for presentations and clarifications. Ask the students to pair up with someone and figure out who the woman may be as described in the poem. Allow the speaker to pick on volunteers to guess the woman. Allow the students to make comments as well.
6. Do this for each student and their poem.
7. When all presentations are finished, announce to the students that we will be starting a new aspect of the unit. We will be reading a novel, Maurice, for the next five class sessions along with having a mock version of jeopardy for review. The first assignment is to read pages 9-59 and answer the 15 questions on the worksheet provided. (See syllabus)
8. If there is any time available, allow the students to work on any missing assignments or activities.

Day Ten: Friday, October 22nd

Assignment: Readings and question/answer worksheets

Objectives:

1. The students will read a novel from the early 20th century to build an understanding of the many dimensions of the human experience as pertaining to sexual orientation.
2. The students will question their readings by answering 15 questions on worksheets.
3. The students will view an edited movie based on the book to evaluate, discuss, and synthesize ideas and questions with their peers in a debate forum.
4. The students will develop questions relating to the topic of Maurice for the jeopardy game and use their appropriate writing strategies when developing their questions/answers.

Materials:

- Book: Maurice (1971) by E.M. Forster
- Edited Movie: "Maurice" (1987)
- 5 Question/ Answer worksheets
- Pen/pencil
- T.V./VCR

Procedure:

1. Collect the Question/Answer worksheets and check in assignment booklet. The students had their first assignment given to them the other day. Refer to p. 26.

2. Ask the students if they have any questions about the reading before we start the movie. The students were informed ahead of time that we will be watching an edited version of Maurice and discussing similarities/differences between the book and the movie. Allow some time for discussion of clarifications in the reading.
3. Show the movie in the time frame that matches the reading assignments according to the chapters. From time to time, stop the movie and ask students to jot down notes for discussion.
4. After the movie is finished, start a discussion comparing the book and the movie and use the worksheet as a guide. Allow students to carry on conversations and debates. Intervene only to continue some valid points for elaboration.
5. Do this for about 25 or 30 minutes. Quickly jot down the main points on the board.
6. Ask a student to write down the points from the board so we can make copies for studying.
7. When the discussion is over, have the students write two questions relating to the above debates to be used in the jeopardy game.
8. Assign the next reading from the syllabus and pass out the worksheet. Quickly go over each question and clarify any misunderstandings. Along with the assignment, ask the students to jot down some questions that they may have for the next day.
9. Do this lesson for the next four days. See attached syllabus and worksheets.

Maurice Syllabus

Readings are to be read and finished before the date scheduled and the worksheets provided are due the same day as well. We will be using these worksheets for class discussions.

Thursday, October 21

Chps. 1-9 pp. 9-59

Friday, October 22

Chps. 10-20 pp. 60-109 and Chps. 21-31 pp. 110-159

Monday, October 25

Chps. 32-40 pp. 160-208

Tuesday, October 26

Chps. 41-46 pp. 209-246

Name: _____

Date: _____

Maurice by E.M. Forster

Chps. 1-9 pp. 9-59

Directions: Read assigned pages as mentioned in the syllabus and answer the following questions on a separate piece of paper. Make sure that you read the questions before answering and complete in full sentences.

1. Where is the setting of the novel?
2. What does 'term' mean in reference to school?
3. Who is the main character in the first chapter and throughout the novel?
4. What did Mr. Ducie want to talk to Maurice about and why?
5. Maurice's family consists of who?
6. Read the two dreams that Maurice has on p. 22 and give your interpretations.
7. After public school, where did Maurice go for schooling?
8. On p. 31, Mr. Cornwallis says 'Spect Mr. Risley isn't. I've put him off with my low talk.' What do you think this means, 'low talk'?
9. "Rubbish" means what? Give the dictionary meaning.
10. Who does Maurice meet when finding Mr. Risley's room?
11. Unorthodox means what? Why is it a big deal at that time period to miss Holy Communion?
12. Maurice is trying to make a point to Clive but fails. Why?
13. Maurice is on his way to becoming something in terms of a career. What career is that?
14. Describe Maurice's and Clive's friendship up to this point.
15. Why or what provoked Clive to say 'I love you'?

Name: _____

Date: _____

Maurice by E.M. Forster

Chps. 10-20 pp. 60-109

Directions: Read assigned pages as mentioned in the syllabus and answer the following questions on a separate piece of paper. Make sure that you read the questions before answering and complete in full sentences.

1. How did Maurice respond to Clive's proclamation of love? Why?
2. So, as a result, what happened to their relationship?
3. And what did Maurice decide at the end of the chapter ten? Did they have the label 'gay' during these times? If no, what did they use as a label?
4. Maurice finally has a discussion with Clive. What does he try to point out? Why the change of heart?
5. Why was Maurice climbing the wall? What other famous scene described this very act? (Hint: It was about two star-crossed lovers.)
6. Maurice and Clive played hooky. What does this mean? Where did they go?
7. As a result, what happened to Maurice? Do you think that this was fair?
8. Dr. Barry got upset with Hall. What do you think he meant by 'You are a disgrace to chivalry'?
9. Penge is the estate of the Durham family and Maurice is there visiting Clive. What is the difference between the two families (Hall and Durham)? Explain.
10. Clive must marry a girl for what purpose. Who is trying to persuade him to marry?
11. What did Clive end up doing as a career?
12. Mrs. Hall likes to have secrets with her son. What does this mean?
13. Clive feels uncomfortable having Maurice take care of him. Why?
14. Is there something going on between Clive and Ada?
15. In Edwardian England, is this relationship between the two part of the norm?

Name: _____

Date: _____

Maurice by E.M. Forster

Chps. 21-31 pp. 110-159

Directions: Read assigned pages as mentioned in the syllabus and answer the following questions on a separate piece of paper. Make sure that you read the questions before answering and complete in full sentences.

1. Greece is Clive's next destination to recuperate from his illness. Why?
2. 'Words conceal thought' as stated by Clive on p. 113. What do you think he meant?
3. What is the point of asking why they care about each other?
4. Clive changed somewhat while on vacation in Greece. How and in what way?
5. Who has Clive taken an interest in on p. 125?
6. What is Clive's reason as to why he has stopped caring for Maurice?
7. In the beginning of Part Three, how has Maurice been handling the effects of his relationship with Clive? Is this reaction similar to a break-up?
8. Grandfather's advice 'The power within the soul: let it out, but not yet, not till the evening' was given to Maurice who was not sure what it meant. What do you think it means?
9. Clive is engaged to a woman. Who is she?
10. Who is Dickie?
11. Maurice receives a call from Clive and Anne. She says that he is the eighth friend of Clive's that she has called. How do you think this makes Maurice feel? If it was you, what would you feel?
12. What is a cricket match? Look in the dictionary or encyclopedia.
13. Maurice decides to see a doctor. Who is this doctor and why?
14. Maurice claims that 'I'm an unspeakable of the Oscar Wilde sort.' What does he mean? (Hint: You may want to look up Oscar Wilde bio in the encyclopedia.)
15. Who is Oscar Wilde and what did he do?

Name: _____

Date: _____

Maurice by E.M. Forster

Chps. 32-40 pp.160-208

Directions: Read assigned pages as mentioned in the syllabus and answer the following questions on a separate piece of paper. Make sure that you read the questions before answering and complete in full sentences.

1. What was Dr. Barry's advice for Maurice on p. 161? What was his problem?
2. Hypnotism is a form of what and why is Maurice using this to help him with his problem?
3. The relationship between Clive and Anne seems to be superficial on the surface. Explain their relationship at this point from the reading of Chp. 33.
4. Who does Maurice wire to and why?
5. 'Like to take out a gun or what?' is a suggestion offered by Clive. What does it mean? Make an estimated guess after having read the last pg. of Chp. 34.
6. Who is Scudder? What is his role at Penge?
7. Maurice and Clive have a private chat and he mentions getting married. Why did he lie to Clive?
8. Maurice left to see Lasker Jones for a therapy session. Mr. Jones offers a definition for Maurice's problem on p. 180. What is the problem?
9. What is hypnotism supposed to do for Maurice and did it work the first time?
10. Maurice arrives back at Penge and how does he view Scudder, the gamekeeper?
11. Who surprises Maurice at the window on p. 192?
12. A servant comes in to assist Maurice with the letters and advises him on other matters. Who is this man?
13. Maurice becomes sick at the end of Chp. 39. Why?
14. Why does Maurice inquire about Alec with Clive? What does he hope to learn?
15. Does he go to the boathouse to meet with Alec?

Name: _____

Date: _____

Maurice by E.M. Forster

Chps. 41-46 pp. 209-246.

Directions: Read assigned pages as mentioned in the syllabus and answer the following questions on a separate piece of paper. Make sure that you read the questions before answering and complete in full sentences.

1. What do you think is causing Maurice to break down in his trances?
2. Mr. Jones has how many failures as a percent? Does Maurice fit here?
3. Code Napoleon is a kind of law. What is it?
4. Mr. Jones talks about "human nature." Define this in your own words.
5. Who did Maurice meet in the courtyard of the Museum and why?
6. Why are they both acting hostile or rather childish towards each other?
7. Who do Alec and Maurice have to fight now once they recognize the depth of their relationship? Why?
8. Alec leaves first to go somewhere. Where is he going?
9. 'Love has failed. Love was an emotion through which you occasionally enjoyed yourself. It could not do things.' What is your interpretation of this line?
10. Did Alec leave on the SS Normannia? Why not?
11. Where is Maurice heading off to at this point?
12. Alec and Maurice meet at the boathouse. What happens?
13. Why does Maurice need to tell Clive about Alec?
14. Do Clive and Maurice remain as friends?
15. Can you make some predictions of what happens after the end of the book?

Day 14: Thursday, October 28th

Assignment: Jeopardy Game

Objectives:

1. The students will apply a wide range of strategies when playing a version of Jeopardy based on Maurice.
2. The students will review information and issues by answering previously self-made questions.
3. The students will draw on their prior experience, their interactions with the text and the author, and their interactions with peers in various discussions/debates.

Materials:

- Blackboard with chalk
- Question/Answer format of topics (Teacher copy)

Procedures:

1. Announce to the students that we will play a version of the game Jeopardy as a means of reviewing for the test.
2. Explain the general rules of the game and have the chalkboard set up beforehand with the columns and rows for topics and numbers.
3. Play as often as you like and repeat until most of the topics and questions have been answered or until time runs out.

Day 15: Friday, October 29th

Assignment: Test on Maurice

Objectives:

1. The students will apply knowledge learned by answering questions in various formats (Multiple Choice, Matching, True/False and Essays).
2. Test questions will be selected from the worksheets.

Materials:

- Test
- Pencils

Procedures:

1. Announce to the students that today is the test. Ask them to remove everything from their desks except a pencil.
2. Pass out the tests facing down and ask the students to wait until everyone has one.
3. Instruct the students to write their names in the blank provided and proceed to go over the test. Make sure that the students understand the questions and what is expected of them. Remind them to read the directions.
4. Allow the rest of the class period to finish the test.

Collect the tests and ask the students to work on something while others are trying to finish the test. No talking is allowed at this time!!